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ABSTRACT

Combining URRD and other funding sources, the program provides an interstate and interdistrict tutoring service, usually outside of regular school hours, to children of migrant and seasonal farm worker families. The tutoring is done by adult paraprofessionals, many of whom are parents or relatives of the children served. Parents also participate in program management through advisory groups for each site. Serving primarily Mexican American children, the program consists of two permanent sites in Connell and Moses Lake, Washington, and a "mobile component". The mobile component provides tutoring to migrant children in their home base in La Grulla (Texas) as well as during their stay in Washington, Oregon, Idaho, and Illinois. All curriculum materials used are programmed so that progress through them can be individualized. Child progress is also evaluated through nationally standardized tests. Nine objectives were established for the 1975-76 program year. This report summarizes progress toward achieving these objectives through October 1975. A narrative section expands on the comparison of academic achievement of children in the mobile program with mobile migrant children from a neighboring south Texas town who have no special preschool program and only uncoordinated local school services where they move. The program is operating effectively at all sites. (NQ)

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BILINGUAL MINI-SCHOOL TUTORING PROJECT

A STATE OF WASHINGTON URRD* PROGRAM
(*Urban, Rural, Racial, Disadvantaged)

Walt Barbee, URRD Supervisor

MID-YEAR EVALUATION 1975-76 PROGRAM YEAR

Prepared by Beverly McConnell, Evaluator

U.S. DEPARTMENT OF HEALTH,
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A supplementary tutoring program,
providing bilingual multicultural
education by trained paraprofes-
sionals.

A program which combines URRD and
other funding sources to provide
an interstate and interdistrict
service to children of migrant
and seasonal farm worker families.

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BILINGUAL MINI-SCHOOL TUTORING PROJECT

1

Mid-year Evaluation Report
Program Year 1975-76
December, 1975

The Urban, Rural, Racial, Disadvantaged Program (URRD) is an educational program, established by the Legislature of the State of Washington and administered by the Division of Special Programs and Services, Superintendent of Public Instruction.

It is a unique program in that its funding is from the state rather than from the federal government. Its guidelines allow considerable flexibility in methods used to provide "compensatory educational services to students who are not succeeding in school because of disadvantaged, minority or poverty backgrounds."

The URRD guidelines also establish the requirement that projects be accountable, not just for the use of funds, but for the actual achievement of educational gains. Mid-year and final program year evaluations must be prepared by each project, and the validity of these findings verified by an independent contractor employed for this purpose by the Office of the Superintendent of Public Instruction. These procedures insure that the legislature has funded programs which not only have meaningful goals for a special group of children, but which are implemented and achieve measurable results.

Educational Service District 104, Ephrata, Washington, presents this report as the mid-year evaluation for the 1975-76 program year. This is the fifth report in a series prepared on this program which has been in operation since February of 1974.

Report prepared by:

Beverly McConnell,
Evaluator

TABLE OF CONTENTS

	Page
PROGRAM DESCRIPTION	4
Who does the program serve	4
Where are the projects located	4
When is the tutoring done	5
How are the teachers selected	5
What kind of curriculum is used	6
How do parents participate	7
EVALUATION OF PROGRESS TOWARD ACHIEVEMENT OF PROJECT OBJECTIVES	8
<u>Instructional objectives (outcome)</u>	
1.1 Gains in math skills	8
1.2 Gains in reading skills	11
1.3 Comparison of math and reading gains between mobile project children and a control group of mobile migrant children	15
1.4 Gains in bilingual capability	20
1.5 Knowledge of cultural heritage	22
<u>Instructional objectives (process)</u>	
1.6 Math, reading, and language curriculum followed	24
1.7 Cultural heritage curriculum provided	25
<u>Parent and community involvement component</u>	
2.1 Parents participate in decision making	27
2.2 Parents participate in educational program	30
SUMMARY OF PROJECT OBJECTIVES	31
NARRATIVE PROGRESS REPORT	33
CONCLUSION	42
APPENDIX	44

LIST OF TABLES

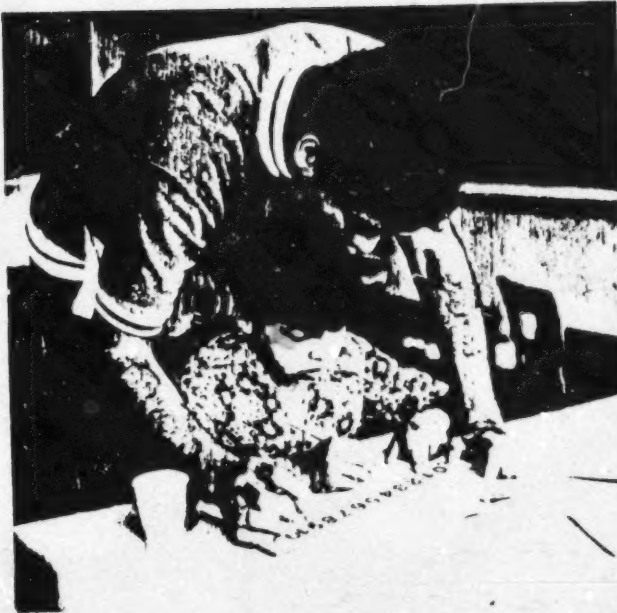
Table	Page
1. Number and Percentage of Children Who Gained One or More Months in Grade Equivalent Score on the Wide Range Achievement Test, Math Subtest, for Each 20 Days Attended Between Tests	9
2. Distribution of Gain Score on Math Subtest of Wide Range Achievement Test by Months Gained Per 20 Days Project Attendance Between Tests	10
3. Number and Percentage of Children Who Gained One or More Months in Grade Equivalent Score on the Reading Subtest of the Wide Range Achievement Test for Each 20 Days Attendance Between Tests	12
4. Distribution of Gain Score on Reading Subtest of the Wide Range Achievement Test by Months Gained Per 20 Days Project Attendance Between Tests, According to Language Classification	13
5. Children Who Have Increased Their Bilingual Capability by One or More Steps on the Project Language Classification Scale Based on Peabody Picture Vocabulary Test in Spanish and English After 100 or More Days Project Attendance	21
6. Children Who Completed One or More Cultural Heritage Unit Tests for Each 40 Days Attendance Between July and October 1975	26
7. Areas of Decision Making by Parent-Community Advisory Groups During July 1-October, 1975 Program Operations	27

LIST OF ILLUSTRATIONS

Figure	Page
1. Math Scores of Project and Control Group Children on Wide Range Achievement Test	18
2. Reading Scores of Project and Control Group Children on Wide Range Achievement Test	19

PROGRAM DESCRIPTION

4



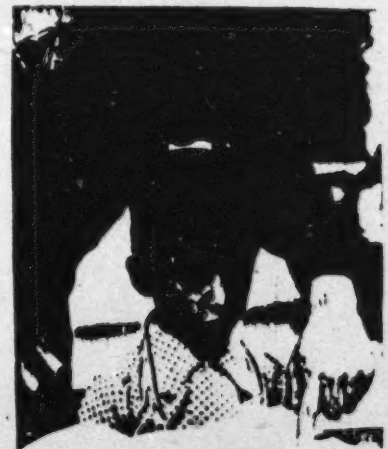
Aniceto Zarate tutors children during the winter in La Grulla, Texas; moves to Pasco, Washington to continue tutoring during the work season. Each teacher moving from Texas provides continuing education for about seven children during the northern phase of the mobile project.

WHERE ARE THE PROJECTS LOCATED?

In Connell and in Moses Lake, Washington. In addition to these two permanent sites the project has a "mobile component." This component serves children who come from La Grulla, Texas. Families migrate to Washington (and other northern states) and tutors work with children in several locations during the April-October work season.

WHO DOES THE PROGRAM SERVE?

Bilingual Mini-Schools tutoring project serves primarily Mexican American children from families who do seasonal farm work. The grantee operates a preschool program known as Bilingual Mini Head Start (from other funding). When children receiving bilingual, multi-cultural education in these preschools are old enough to enter public schools they become eligible for the URRD funded tutoring project. The URRD program pays for tutors who continue to provide academic and language instruction to children for 1-1/2 to 2 hours a day as a supplement to their regular school program.



Teresa Mahaffey tutors at Conne Washington, one of two year-round sites in Washington.

WHEN IS THE TUTORING DONE?

Kindergarten children are normally served in the preschool center during the "other" half day when they are not attending kindergarten. Some school children are bussed to the preschool centers after school for tutoring. In other cases, cooperation with the school administration and classroom teacher allows children released time from regular classes, and the school provides space for the tutoring. The tutors usually work with a small group of children at one time. During the work season the tutoring schedule has been set up in trailers and other facilities within the labor camps, and has sometimes been carried out in the evening if no other arrangements could be made.



Jesusa Benavides, teacher at Connell, Washington is one of more than a dozen staff who have completed one or more years of college work through the program. She has worked in both the preschool and schoolage program.

HOW ARE TEACHERS SELECTED?

Each site has a parent advisory group. This group has a personnel committee which screens and is empowered to hire staff for the program. Teachers must be bilingual. High school diploma or GED is not required for tutors, but the willingness to continue both academic and inservice training is required and provided by the project. Those hired for the mobile project must be willing to relocate from Texas to the northern work states. (Work sites in which the program has operated include Oregon, Idaho, and Illinois, in addition to Washington State. The majority of families in the mobile project come from Washington State, however, and URRD funds for the school-age program are used only while they are in Washington State.)

WHAT KIND OF CURRICULUM IS USED?

Because irregular attendance is unavoidable for migrant children, all curriculum materials selected are programmed so that progress through them can be individualized. When children in the mobile project relocate, curriculum placement information is quickly available to the new teacher at a new location. In addition achievement tests covering concepts in every curriculum area are given for placement or to check mastery. If the child has forgotten a concept while relocating, the tutor can remediate from the test information.

Testers also administer nationally standardized tests to evaluate child progress. The Wide Range Achievement Test is used for Reading and Math; the Peabody Picture Vocabulary Test in Spanish and in English to measure language growth in both languages. Attendance is kept individually and each month the tester is sent a list of children to test who have passed a 100-day attendance interval. In this way each test represents a uniform period of program participation. Many programs for migrant children which attempt to test on certain calendar dates obtain meaningless results because the individual children involved have attended for such different periods of time on the date chosen.

The program uses University of Kansas Reading Primer, Sullivan Programmed Reading, Singer Sets and Numbers Math, DIS Language (using our own translation in Spanish as this is taught bilingually), and project developed cultural heritage lessons.



Rosie Thompson, tester at Connell, Washington. Testers give standardized tests in evaluation, and also achievement tests in every curriculum area. These tests are used for placement and to identify concepts needing remediation.

HOW DO PARENTS PARTICIPATE?

Parents participate in program management through the advisory groups for each site. These groups screen and select teachers, they manage parent funds, advise on curriculum and program procedures, evaluate the program, approve proposals, and plan activities. (See the section on parent participation which details decision-making areas.) The mobile program has incorporated the parent-community advisory board in Texas. The official board members of this group meet together during the winter and are sometimes contacted by telephone on key decisions that must be made during the mobile phase, by the educational director, Rafael Guerra. Jaime Ramirez, the site coordinator for the mobile program, also calls meetings of parents at the different labor camps



Jaime Ramirez, responsible for setting up and equipping the mobile program as it moves. He meets with parents at the labor camps or other convenient locations to involve them in program decisions.



Pat McCreary, former of the parent advisory at Moses Lake, completed program evaluation. Mrs. McCreary is now a regular volunteer in the

or at the preschool centers during the season. Four such meetings were held during May, 1975 so parents could discuss and have input into the URRD proposal.

Many of the teachers in the program are parents, or relatives, of children served. And parents also give many volunteer hours in the classroom and in other ways.

EVALUATION OF PROGRESS TOWARD ACHIEVEMENT OF PROJECT GOALS

The project established nine objectives for the 1975-1976 program year. The following report summarizes progress toward achievement of these objectives through October, 1975. This cutoff date allowed two months for compilation of data, analysis, and reporting to meet the December, 1975 deadline for the mid-year evaluation.

1. ARE CHILDREN SHOWING GAINS IN MATH SKILLS?

GOAL: 1.1 At least 50% of project children will increase their grade equivalent score on the Wide Range Achievement Test math subtest, by one or more months for each 20-day period of attendance from pre- to post-test.

FINDINGS:

The following table represents the math subtest scores on the Wide Range Achievement Test for all children in the URRD program (school-age tutoring program) who had attended at least 40 days since the previous test (e.g., two attendance units or 20 days as outlined in the project goal). The top part of the table is cumulative, e.g., all scores since the project origin in February, 1974, through October, 1975. The bottom part of Table 1 reports on scores accumulated only in the last six months, e.g., from May 1, 1975, to the end of October, 1975. This is a comparison of "recent" child progress to the overall project record. As will be seen in both cases, the progress of children in math far exceeds the project goal.

TABLE 1

NUMBER AND PERCENTAGE OF CHILDREN WHO GAINED ONE OR MORE MONTHS
IN GRADE EQUIVALENT SCORE ON THE WIDE RANGE ACHIEVEMENT TEST
MATH SUBTEST, FOR EACH 20 DAYS ATTENDED BETWEEN TESTS

(Cumulative Test Data, 2/1/74-10/31/75)

Number of Cases in Analysis Group	Number and Percentage Gaining One Grade Equivalent Per 20 Days Attended Between Tests	Me Pro Go
112	86 (77%)	Y
("Recent" Test Data Only, 5/1/75-10/31/75)		
24	16 (73%)	Y

TO SUMMARIZE THE FINDINGS FROM TABLE 1:

1. APPROXIMATELY THREE-FOURTHS OF THE CHILDREN ENROLLED IN THE SUPPLEMENTARY TUTORING PROGRAM INCREASE THEIR GRADE EQUIVALENT SCORE IN MATH BY ONE OR MORE MONTHS FOR EACH 20 DAYS OF PARTICIPATION IN THE PROGRAM.*
2. RECENT TEST SCORES INDICATE THAT THIS RATE OF PROGRESS IN MATH IS MAINTAINING AT APPROXIMATELY THE SAME LEVEL THAT HAS BEEN ACHIEVED SINCE THE PROJECT WAS FIRST INITIATED.

The recent test scores (5/1/75-10/31-75) are presented in the table below in a frequency distribution according to the extent of children's gains. This analysis was made to comply with a requirement proposed for all URRD programs (which has since been changed) that evaluation show whether some of the children, because of participating in a program of racial and cultural education, might show actual losses in academic achievement.

*As the "grade equivalent" score is standardized to represent approximately "normal, expected progress" for one month of schooling, an increase of more than one grade equivalent in attendance is a rough measure of "accelerated" progress, which is the goal of the supplementary tutoring.

TABLE 2

DISTRIBUTION OF GAIN SCORE ON MATH SUBTEST OF WIDE RANGE
ACHIEVEMENT TEST BY MONTHS GAINED PER 20 DAYS PROJECT
ATTENDANCE BETWEEN TESTS

	Number of of Children	Perce of G
Showed lower grade equivalent score or made no gain	2*	
Increased score, but less than 1 month grade equivalent gain per 20 days attendance	4	1
Increased score from 1 to 1.5 months grade equivalent per 20 days attendance (Median gain 1.35 months per 20 days)	6	2
Increased score from 1.5 to 4 months grade equivalent per 20 days attendance	10	4

TO SUMMARIZE THE FINDINGS OF TABLE 2:

1. 20 CHILDREN, 91%, SHOWED A GAIN IN ACADEMIC ACHIEVEMENT. OF THESE, 45%, THE LARGEST PERCENTAGE, ARE IN THE GROUP WHICH SHOWED A GAIN FAR IN EXCESS OF THE PROJECT GOALS.
2. TWO CHILDREN, 9%, SHOWED NO GAIN OR AN ACTUAL DROP IN SCORES.

CONCLUSION:

The project is exceeding its objective in providing most children an accelerated gain in math.

*In any testing program a small percentage of the variation in scores can be attributed to testing conditions rather than program effect (e.g., stomach ache on test day). This percentage, representing two cases, would appear to be too small to assume is a result of a negative program effect.

2. ARE CHILDREN SHOWING GAINS IN READING SKILLS?

GOAL: 1.2 At least 50% of project children will increase their grade equivalent score on the Wide Range Achievement Test, Reading Subtest, by one or more months for each 20-day period of attendance from pre- to post-test.

FINDINGS:

Table 3, which follows, presents the reading subtest scores on the Wide Range Achievement Test (published by Guidance Associates of Wilmington, Delaware) of project children. The first row on the table represents the cumulative project record--e.g., all scores of children tested from 2/1/74 through 10/31/75. The second row represents only "recent" test scores, e.g., those tested during the period from 5/1/75 through 10/31/75. This allows comparison of recent program scores with the longer range program record.

There are fewer gain scores reported in reading than in math. This is because WRAT tests given to children in the preschool program were used as pretests for the test given later when they enrolled in the schoolage program. Reading was not introduced into the preschool curriculum until a later date than math, and until that date the math subtest of the WRAT was given but not reading. This meant that, particularly in the first year of the program operation, there were comparison scores for a number of children in math, but not in reading.

As will be seen in Table 3, both in the long range project record and in the scores of the past six months, the percentage of children making an accelerated gain in reading exceeds the project goal, although by a smaller margin than was the case with math gains.

NUMBER AND PERCENTAGE OF CHILDREN WHO GAINED ONE OR MORE MONTHS
IN GRADE EQUIVALENT SCORE ON THE READING SUBTEST OF THE WIDE
RANGE ACHIEVEMENT TEST FOR EACH 20 DAYS ATTENDANCE
BETWEEN TESTS

(Cumulative Test Data, 2/1/74-10/31/75)		
Number of Cases in Analysis Group	Number and Percentage Gaining One Grade Equivalent Per 20 Days Attended Between Tests	Meets Project Goal?
68	45 (66%)	Yes
(Recent Test Data Only, 5/1/75-10/31/75)		
20	12 (60%)	Yes

TO SUMMARIZE THE FINDINGS FROM TABLE 3:

1. OVER A TWO-YEAR PERIOD, APPROXIMATELY TWO-THIRDS OF PROJECT CHILDREN ENROLLED FOR SUPPLEMENTARY TUTORING ARE MAKING AN ACCELERATED GAIN IN READING AS MEASURED BY GAIN IN GRADE EQUIVALENT SCORE RELATED TO DAYS OF PROJECT ATTENDANCE.
2. THE PERCENTAGE OF CHILDREN MEETING THE GAIN STANDARD SET IS SOMEWHAT LOWER FOR THE MOST RECENT EVALUATION GROUP, BUT FOR BOTH THE RECENT AND THE LONG RANGE EVALUATION GROUP THE PROJECT HAS MET ITS GOAL.

Gain scores for the recent evaluation group (May through October, 1975 test scores) are presented in Table 4 in a frequency distribution according to the amount of gain and the language proficiency of the child. This was done to see whether lower gain scores in reading English were related to the child's comparative proficiency in English and Spanish as measured by the Peabody Picture Vocabulary Test given in both languages.

The child is listed under bilingual if the score in which-ever is his second language is at least 50% or more as high as the score in his first language. As will be seen from the table, most

children who have been enrolled in the program for some time have developed both languages to the point where they are in this bilingual category.

If the second language score is less than 50% as high as the primary language, he is not considered bilingual and is listed under whichever is his dominant language.

TABLE 4

DISTRIBUTION OF GAIN SCORE ON READING SUBTEST OF THE WIDE RANGE ACHIEVEMENT TEST BY MONTHS GAINED PER 20 DAYS PROJECT ATTENDANCE BETWEEN TESTS, ACCORDING TO LANGUAGE CLASSIFICATION

	Spanish	English	Bilingual	% in Total Category
Showed lower grade equivalent score or made no gain	-	1	1	10%
Increased score, but less than 1 month grade equivalent gain per 20 days attendance	1	-	5	30%
Increased score from 1 to 1.5 months grade equivalent per 20 days attendance (Median gain 1.16 months per 20 days attendance)	-	-	4	20%
Increased score more than 1.5 months grade equivalent per 20 days attendance	1	3	4	40%

TO SUMMARIZE THE FINDINGS FROM TABLE 4:

1. IN THE TOTAL EVALUATION GROUP, THE LARGEST CATEGORY (40%) ARE CHILDREN WHOSE GAIN WAS SUBSTANTIALLY ABOVE THE PROJECT GOAL.
2. THERE WERE CHILDREN FROM ALL THREE LANGUAGE CLASSIFICATIONS IN THIS TOP GAINING GROUP, INCLUDING ONE CLASSIFIED AS SPANISH DOMINANT, NON-BILINGUAL.
3. THE TWO CHILDREN (10%) IN THE "NO-GAIN" CATEGORY ARE FROM THE ENGLISH DOMINANT AND BILINGUAL CLASSIFICATION, WITH NONE FROM THE SPANISH DOMINANT CLASSIFICATION.

4. ALTHOUGH THE NUMBER OF CASES IN THE EVALUATION GROUP IS SMALL, THE EVIDENCE DOES NOT APPEAR TO SUPPORT THE IDEA THAT READING GAINS CORRELATE CLOSELY WITH THE CHILD'S PROFICIENCY IN ENGLISH AS MEASURED BY THE PPVT.

CONCLUSION:

The project is meeting its objective in providing most children enrolled an accelerated gain in reading.

3. DOES FOLLOWING CHILDREN AS THEY MOVE IN THE MIGRANT STREAM
GIVE THEM AN EDUCATIONAL ADVANTAGE OVER MIGRANT CHILDREN
NOT FOLLOWED?

This program has a complex delivery system requiring tracking of migrant families from La Grulla, Texas to their work locations in Washington State, Oregon, Idaho, and Illinois. Teachers move; administrators and trainers move; new centers are set up in a series of temporary locations in order to continue to work with the children throughout the year. Past records indicate approximately 70% or more of the children served in La Grulla are successfully followed to northern locations and back to Texas.

The rationale for this mobile program was that children learning the basic subjects of reading and math would have a much more difficult time if every school in which they enrolled used a different system and different materials for teaching these subjects. To overcome this handicap inevitable in changing schools, the mobile teachers provided a supplementary tutoring each day to children in math and reading using the SAME materials in Texas and at any temporary location in the north. At least the supplementary tutoring, therefore, had some continuity despite the changes in schools.

As the curriculum materials were individualized a quick referral system allowed children to quickly pick up where they left off after a move so they got maximum benefit from days in school. This contrasts sharply to the situation that occurs in most northern schools where much time is lost in attempting to

16

make a reasonable placement of the child in the curriculum materials in use in the northern host school.

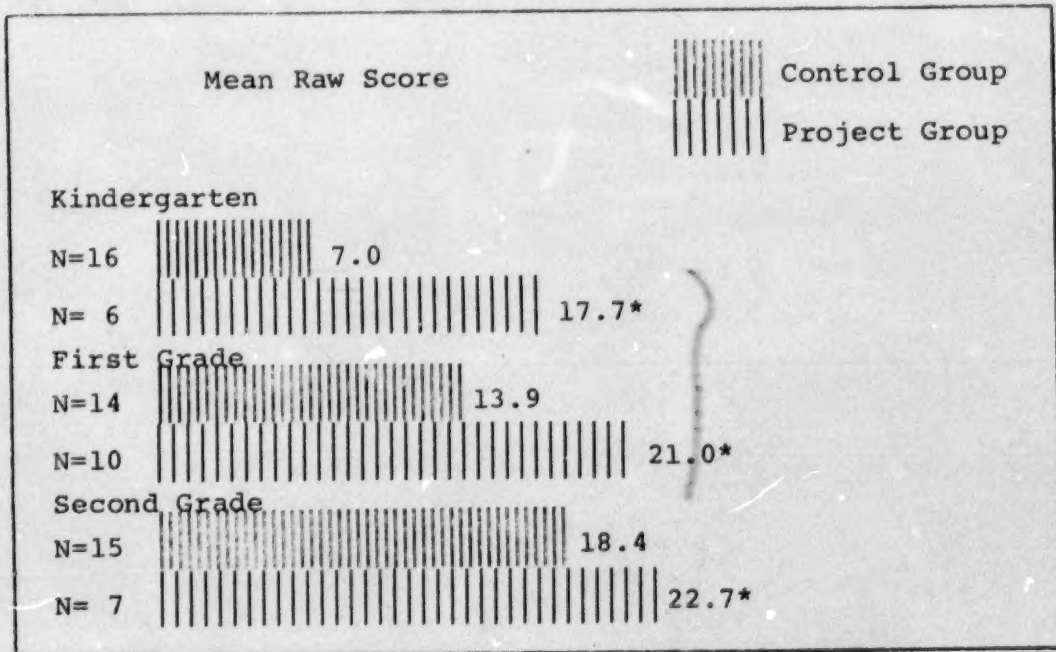
This program did not supplant the public school or its responsibilities. All children were as quickly as possible enrolled in public school wherever they went. However, the local school was approached to allow the child released time during the day for approximately 1-1/2 to 2 hours of classroom work with the mobile teacher. In all cases reported during the past year the schools both in La Grulla and northern locations bent over backwards to help accommodate this program and were very generous in their praise of the project, its teachers, curriculum, and its logic as a means of bringing continuity into the lives of children who must move and move again.

To test the question of whether all of this effort added up to higher academic achievement, a control group of children from a neighboring town who also migrate away from their south Texas community was tested. The economic conditions and migrant life of children attending school in the neighboring town very closely parallel that of children in La Grulla. For the control group, approximately 15 children each in kindergarten, first, and second grade were tested. Project children in the evaluation group were in kindergarten, first, and second grade and had attended the program approximately 200 days (or more) in Texas and in mobile locations as they moved. The same testers administered both sets of tests. The Wide Range Achievement Test was used. Over 85% of the control group children in the first and second grade group had also been tested one year ago on the WRAT, so except for

kindergarten children in the control group school almost all children had prior test experience.

Figures 1 and 2 on the pages which follow show the comparison in the scores of the two groups. The goal was that the superiority of project children over the control group would be statistically significant at the .05 level (the chance that this superiority might occur by chance less than 5 in 100). As the two figures show there was a very large difference in scores between the groups. The superiority of children in the mobile project is so great that it is statistically significant beyond the .005 level (would occur by chance less than 5 times in 1,000). This superiority holds for kindergarten through second grade in both math and reading.

Figure 1. Math Scores of Project and Control Group Children on Wide Range Achievement Test

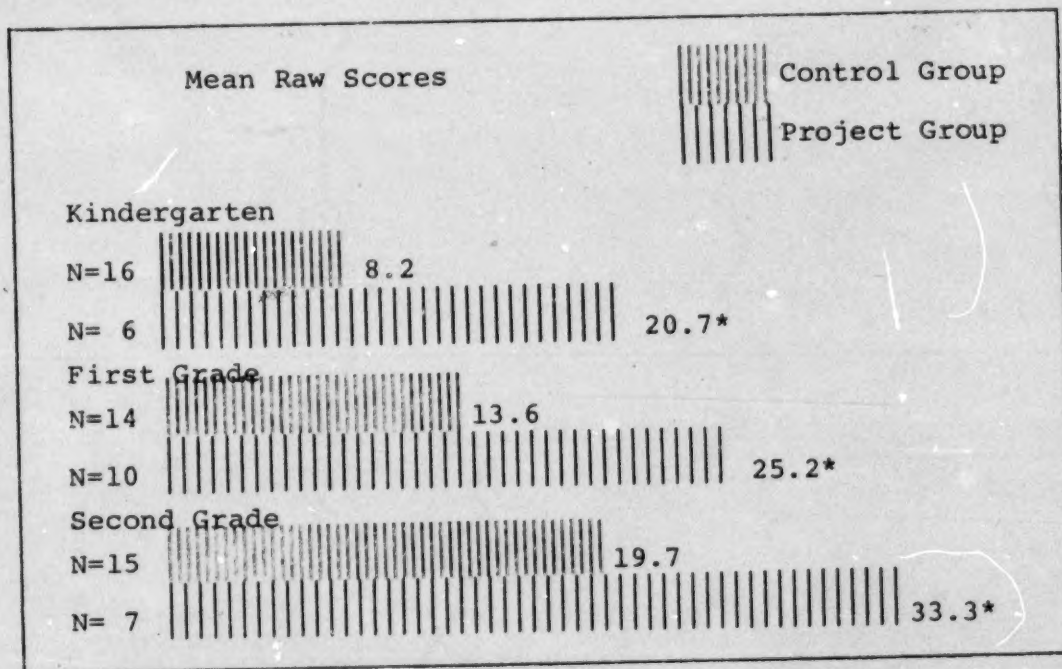


*This superiority is statistically significant beyond the .005 level.

TO SUMMARIZE THE FINDINGS IN FIGURE 1:

1. CHILDREN SERVED BY THE MOBILE TEACHERS SCORED HIGHER IN MATH ACHIEVEMENT THAN THE CONTROL GROUP OF MIGRANT CHILDREN WITHOUT A SPECIAL PROGRAM, IN KINDERGARTEN, FIRST, AND SECOND GRADE.
2. THE SUPERIORITY IS LARGE ENOUGH TO BE STATISTICALLY SIGNIFICANT, MEETING THE PROJECT GOAL.
3. CHILDREN IN KINDERGARTEN IN THE MOBILE PROJECT AVERAGED HIGHER MATH SCORES THAN CONTROL CHILDREN IN FIRST GRADE, AND ALMOST AS HIGH AS CONTROL GROUP CHILDREN IN SECOND GRADE.
4. MOBILE PROJECT CHILDREN IN FIRST GRADE AVERAGED HIGHER SCORES THAN CONTROL GROUP CHILDREN A YEAR OLDER AND IN SECOND GRADE. THE MOBILE PROJECT THUS APPEARS TO HAVE GIVEN CHILDREN A ONE- TO TWO-YEAR ADVANTAGE IN MATH ACHIEVEMENT OVER THAT OF MIGRANT CHILDREN WITHOUT SPECIAL SERVICE.

Figure 2. Reading Scores of Project and Control Group Children on Wide Range Achievement Test



*This superiority is statistically significant beyond the .005 level.

TO SUMMARIZE THE FINDINGS IN FIGURE 2:

1. MOBILE PROJECT STUDENTS SHOW A VERY LARGE SUPERIORITY IN READING ACHIEVEMENT OVER THE CONTROL GROUP MIGRANT STUDENTS AT ALL THREE GRADE LEVELS.
2. THE SUPERIORITY AT EACH GRADE LEVEL IS LARGE ENOUGH TO BE STATISTICALLY SIGNIFICANT, MEETING THE PROJECT GOAL.
3. THE AVERAGE SCORE OF KINDERGARTEN CHILDREN IN THE MOBILE PROJECT IS HIGHER THAN THE AVERAGE SCORE OF CONTROL GROUP CHILDREN IN SECOND GRADE.

CONCLUSION:

Children in the mobile program show academic achievement in math and reading that is significantly superior to migrant children in a control group.

4. ARE PROJECT CHILDREN INCREASING THEIR BILINGUAL CAPABILITY?

GOAL: 1.4 At least 50% of project children will show an increase in bilingual capability by advancing one or more steps on the project language classification scale after 100 or more days enrollment in the program.

FINDINGS:

Classification of a child's bilingual capability depends on the relationship between his scores in English and Spanish on the Peabody Picture Vocabulary Test. If the two scores were equal he would receive the highest classification. If his score in his second language was more than 50% as high as the score in his first language he is still considered bilingual, in the next to highest classification. If his score in his second language is more than 10 points, but less than 50% as high as his score in his first language he is in the third classification. And if his score in his second language is less than 10 points (negligible knowledge of the other language) he is in the fourth and lowest classification.

For this analysis all URRD children (2/1/74 through 10/31/74) with a post-test after 100 days attendance (or any subsequent 10 day test interval based on cumulative attendance) were considered to be the evaluation group. Their initial language classification and current language classification was compared. (Children who were already in the top classification when they enrolled were excluded from this analysis as there was no higher classification possible for them.) The following table reports the number and percentage of children who increased their bilingual capability at least one classification. The findings are that 80% of the

project children advanced to a higher classification of bilingual capability after 100 or more days, which far exceeds the project goal of at least 50%.

TABLE 5

CHILDREN WHO HAVE INCREASED THEIR BILINGUAL CAPABILITY BY ONE OR MORE STEPS ON THE PROJECT LANGUAGE CLASSIFICATION SCALE BASED ON PEABODY PICTURE VOCABULARY TEST IN SPANISH AND ENGLISH AFTER 100 OR MORE DAYS PROJECT ATTENDANCE

Number of Cases in Evaluation Group	Number and Percentage Who Advanced One or More Steps on Language Classification Scale	Meets Project Goal
51	41 (80%)	Yes

TO SUMMARIZE THE FINDINGS IN TABLE 5:

1. EIGHTY PERCENT OF PROJECT CHILDREN WHO HAVE ATTENDED THE PROGRAM 100 DAYS OR MORE HAVE ADVANCED BY ONE OR MORE STEPS ON THE LANGUAGE CLASSIFICATION SCALE MEASURING BILINGUAL CAPABILITY. THIS FAR EXCEEDS THE PROJECT GOAL OF 50%.

CONCLUSION:

Project children are increasing their bilingual capability and have met and exceeded this project goal.

5. ARE CHILDREN LEARNING ABOUT THEIR CULTURAL HERITAGE?

GOAL: 1.5 Project children will show superiority over a no project comparison group on the project developed test of cultural concepts.

PROGRESS REPORT:

This objective will be reported in the end-of-year evaluation. The test to be used is still under development at this time. The test is currently in the final stages of writing, following a redesign of curriculum by the educational director during the fall.

Cultural heritage curriculum units in use by the project until this year had their own "unit test." When URRD published the requirement for all projects that a test in this area show the superiority of project children over a comparison or control group, it was necessary to devise a new test that could be used project-wide and with a control group. It would not have been practical to give the curriculum unit tests for all of the 30 or more units to a control group of children who had not had the lessons. The choice of units used in the past had been left to individual centers and teachers. The result was that there was little commonality in the materials in use at the different centers which would make the body of materials to be tested in a project-wide master test. For example, the units taught in one of the northern centers were nearly all from the Mexican cultural heritage units; in the Mobile project, however, cultural heritage lessons based on Southern States culture were used almost exclusively.

The educational director this fall drew up a new plan for a "core curriculum" in the cultural area, for use at all sites. Existing materials outside the core area will continue to be

on a teacher-selection basis in addition to the core curriculum. However, the new core curriculum will require more parallel Mexican and American lesson materials around six areas: clothing, food, music, dance, games, as well as holidays and celebrations. Many of the teachers will be taking a college course in the development and teaching of cultural heritage concepts in the coming quarter and they will participate in the development of materials in the new core curriculum--to the extent that existing project materials do not cover the areas selected. The Texas site coordinator, Jaime Ramiriz, is an artist in addition to other talents and is assisting with the development of the materials. Hopefully, this transition in curriculum and test instruments will be implemented at all sites in time to make a meaningful evaluation of this objective possible by the end-of-year report.

6. ARE TEACHERS PROVIDING INSTRUCTION USING THE PROJECT
APPROVED CURRICULUM MATERIALS IN MATH, READING, AND ENGLISH
AND SPANISH LANGUAGE?

(Process Objective)

GOAL: 1.6 Project teachers will provide instruction each week in project approved, programmed curriculum materials in math, reading, and oral language, as documented by end-of-the-week curriculum progress reports on the placement of each child.

FINDINGS:

The evaluator has received from every teacher for each week of project operation an attendance and end-of-week placement report indicating child progress through the curriculum materials. This process objective has, therefore, been fully met.

CONCLUSION:

The project curriculum is being used as prescribed in all sites in math, reading, and oral language English and Spanish, fully meeting this objective.

7. ARE TEACHERS COMPLETING CULTURAL HERITAGE CURRICULUM UNITS WITH CHILDREN?

(Process Objective)

GOAL: 1.7 Project teachers will complete cultural heritage units, as evidenced by submission of cultural heritage unit tests.

ACHIEVEMENT CRITERIA: The goal will be considered met if 80% of the children have passed at least one cultural heritage mastery unit test for each 40 days attendance in the program.

FINDINGS:

As already described in reporting on Objective 1.5, the cultural heritage curriculum is being revised. In the interim, however, the existing curriculum with unit tests is being used at all sites, and Table 7 presents test completions related to child attendance for the period from July 1 (the start of this program year) and October 31, 1975.

It should be noted that the criteria calls for one test for each 40 days attendance. In the four-month period covered for this evaluation this would include only children who had participated in the summer as well as the fall program--quite a number of new children enroll each fall. It also covered a period when one or more relocations were taking place for the mobile children in returning to Texas which would cause children to be absent. And at Connell the program was suspended for a time for children above kindergarten level while arrangements were worked out for a released time arrangement with the classroom teachers in the new classrooms to which the older children were assigned. The total number of children with 40 or more days attendance during

this four months is therefore small in comparison with total project enrollment.

TABLE 6

CHILDREN WHO COMPLETED ONE OR MORE CULTURAL HERITAGE UNIT TESTS FOR EACH 40 DAYS ATTENDANCE BETWEEN JULY AND OCTOBER 1975

No. of Cases in Evaluation Group	Number and Percentage Who Completed One or More Cultural Heritage Units	Meets Project Goal?
20	10 (50%)	No

TO SUMMARIZE THE FINDINGS FROM TABLE 6:

1. OF THE 20 CHILDREN WHO ATTENDED THE SCHOOLAGE TUTORING PROGRAM FOR 40 OR MORE DAYS IN THE FIRST FOUR MONTHS OF THIS PROGRAM YEAR, 10, OR 50%, COMPLETED CURRICULUM UNIT TESTS IN CULTURAL HERITAGE. THIS IS SHORT OF THE PROJECT GOAL OF 80%.

To give credit where it is due, the children in the Moses Lake center came closest to meeting the goal; 73% completed cultural heritage unit tests. This was despite the handicap of having two new teachers start during this period, who had to be oriented to the cultural heritage curriculum and tests by the trainer (as well as to all other program areas).

CONCLUSION:

Since 50% of the project children, rather than 80% set as the project goal, completed the required number of cultural heritage units, this goal is considered to have been partially met.

PARENT AND COMMUNITY INVOLVEMENT COMPONENT

8. HOW ARE PARENTS INVOLVED IN PROGRAM MANAGEMENT?

GOAL: 2.1 Parents and community members of advisory boards for each site will be active in program management decisions involving (a) organizational matters (voting for officers, meeting time scheduling, parent planned activities); (b) review and input into funding proposals; (c) interviewing and selection of teaching staff as well as other personnel actions; (d) decisions regarding use of parent funds; (e) discussion of hours of operation, curriculum and other aspects of the educational program; (f) participation in program evaluation.

ACHIEVEMENT CRITERIA: The goal is considered met if the analysis of minutes of parent-community advisory board meetings from every site confirm action taken in at least four out of the six specified areas.

PROGRESS REPORT:

This objective is meant to be evaluated in the end-of-year evaluation as some of the objectives are attended to seasonally--e.g., input into planning of funding proposals which occurs in the spring. However, the evaluator reviewed minutes of meetings which have been forwarded to the evaluator since July 1, and found that decisions in five out of the six decision-making areas have taken place by the advisory committee at one or another of the sites indicating that this area of program management is being fully implemented. This partial, mid-year review of decision making is presented in Table 7.

TABLE 7

AREAS OF DECISION MAKING BY PARENT-COMMUNITY ADVISORY GROUPS DURING JULY 1-OCTOBER, 1975 PROGRAM OPERATIONS

(a) Organizational matters (voting for officers, setting meeting times, planning parent activities)

7/24 (M.L.) plans to elect officers; plans for parent activity sewing sheets for center; 8/27 (C.) discussion of dates

TABLE 7 (continued)

for parent meetings, type of notices to be used; 10/23 plans for parent activities for children for Halloween, Thanksgiving, and Christmas.

(b) Review and input into funding proposals

Did not come up during period since July. However, the proposal for the current program year carries extensive documentation of a series of meetings held in the planning process (since the Texas-mobile program has splintered to many different locations several meetings were required for this site, held at different labor camps). Meetings were also held at permanent sites.

(c) Interviewing and selection of teaching staff as well as other personnel actions

7/11 (M.L.) personnel committee (four parents and local trainer) interviewed five candidates for teacher opening, selected one and one alternate (for next opening).

(d) Decisions regarding use of parent funds

10/23 (M.L.) decision to use parent funds to repair car used to pick up children.

(e) Discussion of hours of operation, curriculum and other aspects of the educational program

8/18 (Mobile) decision to change hours at Prosser center, arrange for early morning care for school children so they can be bussed from center to school, discuss need for temporary center at Dayton for children whose families work there; 9/17 (C.) plans for parent participation in educational family fun night.

(f) Participation in program evaluation

Each evaluation published on the URRD program is mailed to the chairperson of each of the three advisory groups. The letter commenting on the end-of-year evaluation sent out this fall by Petra Ramos, who was chairperson at Moses Lake at that time.

SUMMARY OF THE FINDINGS IN TABLE 7:

1. MINUTES OF ADVISORY COMMITTEE MEETINGS AND CORRESPONDENCE INDICATE THAT PARENTS ARE PARTICIPATING IN DECISION MAKING IN ALL VITAL AREAS OF PROGRAM OPERATION AS OUTLINED ABOVE.

CONCLUSION:

Although final evaluation is scheduled for the end of the year, minutes received by the evaluator prior to this mid-year evaluation confirm that all parent advisory groups are active in decision making regarding the project.

9. HOW ARE FAMILY MEMBERS PARTICIPATING IN THE CHILDREN'S EDUCATIONAL PROGRAM?

GOAL: 2.2 Family members equal to at least one-third the enrollment capacity at each site will participate in their children's educational program through (a) acting as a teacher or teaching assistant, (b) assisting with cultural heritage activities; (c) participating in programs in which parents and children interact in educational games; (d) providing support services such as assisting with rehabilitating centers, making equipment, laundry or repairs, providing transportation, etc.

PROGRESS REPORT:

This goal will be evaluated in the end-of-year report as the numbers of parents participating was based on a program year expectation.

Copies of vouchers for volunteer service to centers have been received by the evaluator from Connell and Moses Lake. These indicate that a family fun night has been held during September and October at each of these sites involving parents in educational games with children. Several parents have served as teacher aides and substitutes in the classroom. No documentation of parent involvement at the Texas-Mobile sites has been received by the evaluator thus far.

CONCLUSION:

This objective is scheduled for evaluation in the end-of-year report. At mid-year, two of the three sites appear to have active involvement of parents in the educational program taking place.

SUMMARY OF PROJECT OBJECTIVES

INSTRUCTIONAL OBJECTIVES	<u>Exceeded</u>	<u>Met</u>	<u>Partially</u> <u>Met</u>	<u>Not</u> <u>Met</u>
<u>Product Objectives</u>				
1.1 <u>MATH.</u> At least 50% of project children will increase their grade equivalent score on the Wide Range Achievement Test, math subtest, by one or more months for each 20-day period of attendance from pre- to post-test.	X	X		
1.2 <u>READING.</u> At least 50% of project children will increase their grade equivalent score on the Wide Range Achievement Test, reading subtest, by one or more months for each 20-day period of attendance from pre- to post-test.	X	X		
1.3 <u>MATH AND READING COMPARED TO CONTROL GROUP.</u> (Mobile Project) Project children followed as they move will show significant superiority in math and reading to control group migrant children of comparable grade level.	X	X		
1.4 <u>BILINGUAL CAPABILITY.</u> At least 50% of project children will show an increased bilingual capability by advancing one or more steps on the project language classification scale after 100 or more days enrollment in the program.	X	X		
1.5 <u>CULTURAL CONCEPTS.</u> Project children will show superiority over a non-project comparison group on the project developed test of cultural concepts.			To be evaluated end of year.	
<u>Process Objectives</u>				
1.6 <u>MATH, READING, AND LANGUAGE CURRICULUM FOLLOWED.</u> Project teachers will provide instruction each week in project approved, programmed curriculum materials for math, reading, and oral language, as documented by end-of-the-week curriculum progress reports on the progress of each child.		X		
1.7 <u>CULTURAL HERITAGE CURRICULUM.</u> Project teachers will complete cultural heritage units, as evidenced by submission of cultural heritage unit tests.				X

SUMMARY OF PROJECT OBJECTIVES
(continued)

PARENT AND COMMUNITY INVOLVEMENT COMPONENT	<u>Exceeded</u>	<u>Met</u>	Partially <u>Met</u>	Not <u>Met</u>
2.1 Parents and community members of advisory boards for each site will be active in program management decisions involving (a) organizational matters (voting for officers, meeting time scheduling, parent planned activities); (b) review and input into funding proposals; (c) interviewing and selection of teaching staff as well as other personnel actions; (d) decisions regarding use of parent funds; (e) discussion of hours of operation, curriculum, and other aspects of the educational program; (f) participation in program evaluation.	To be evaluated end of year.			
(However, progress report at mid-year indicates meetings at all sites and decision making in five out of six areas.)				
2.2 Family members equal to at least one-third the enrollment capacity at each site will participate in their children's educational program through: (a) acting as a teacher or teaching assistant; (b) assisting with cultural heritage activities; (c) participating in programs in which parents and children interact in educational games; (d) providing support services such as assisting with rehabilitating centers, making equipment, laundry or repairs, providing transportation, etc.	To be evaluated end of year.			

NARRATIVE PROGRESS REPORT

In each of the evaluation reports on this project, of which this is the fifth, some special aspect of the program is discussed. In the 1974-75 evaluations, elaboration was made as to the ways in which the training for teachers and the curriculum had been developed and specially tailored to fit program needs. The functioning of the parent advisory groups was more fully described. The administrative logistics which make it possible to move an educational service from south Texas to a series of seven or eight temporary locations in northern states, following the movement of the migrant families to work locations and back again to Texas was also described in an earlier report.

The narrative report for this evaluation will expand on the comparison of academic achievement of children in the mobile program who are now in kindergarten, first and second grade, with mobile migrant children from a neighboring south Texas town who have no special preschool program and only uncoordinated local school services where they move.

This comparison seems extremely important to the evaluator far beyond what it means to the lives of the individual children involved. The evidence of effectiveness of this first of its kind mobile program has national significance in considering what administrative guidelines shall apply in using federal funds for the benefit of mobile migrant children. At present, all Title I money going to benefit migrant children who move, is going to fund programs which do not move--funded through states to local education agencies to serve migrant children only while they are

in the local school district for however many weeks or months out of a year that may be.

Some effort is being made at coordination between these stationary programs. The interstate record transfer system is one, which attempts to provide placement information on a migrant child from one location to the next. Many school districts have sent teachers and administrators to visit other programs in other states in an attempt to learn what happens to their migrant child at another school serving them. So far as we know there has been no attempt to evaluate whether these visits actually resulted in any changes in local school offerings, or had any measurable consequences for the migrant children involved.

For three years, from 1971 to 1974, Educational Service District 104 had operated a preschool program on a mobile basis demonstrating that it was possible to recruit and train adult migrants from families still working in migrant farm work, and set up educational services at home base in Texas and also in a whole series of northern locations to which families move. In this way over 70% of the children served in Texas continued in the same educational curriculum, with the same teaching staff as they moved. Convincing evidence was being obtained from this effort of the benefits children received from such a mobile pro-

Efforts to obtain Title I migrant funds for extension of the program to children as they entered school were futile, however. The lead time for funding of Title I programs required applications from every local school district involved, and this required knowledge as much as a year in advance of where children would

located--however, the evidence from three years in the mobile preschool program was that work conditions caused families to shift their migration patterns every year making such advance planning impossible. There was no provision within Title I guidelines for an administration of a program that would cross district lines, let alone cross state lines. And the success demonstrated within the preschool program indicated that the benefits to children occurred largely because they had the same teachers and curriculum at each stop, which would have been impossible with each local district being a new "employer" as the administrator of the program at the local site. Also unresolved in a program administered by a series of separate sites would be how to move teachers from one site to another--which local district should be responsible for relocation costs for materials and staff.

In 1974, however, the Washington state funded URRD program provided a way to extend the program up into the first few years when children entered public school. URRD programs could be used for programs that took place in more than one school district--coordination was actively encouraged by the URRD administrator. URRD money could not cross state lines, but ESD 104 was able to fund the program in its Texas and other state locations with its Title VII (Bilingual) grant, supplemented with some donations from private sources for necessary expenses that didn't fall into anyone's "guidelines." Since the majority of children from LaGrulla, Texas (the home base site) come to the State of Washington and are here for six or seven months out of a year, the URRD grant made the margin of difference to allow the schoolage component

operate. The program began in its first mobile centers in May 1974.

The schoolage program operated as a supplemental program to whatever public school program children received at each location. With project help, children enrolled in the regular school or in any special summer school programs available for migrant children. In addition, however, the specially trained migrant adults who make up the paraprofessional teaching staff of the program worked with the children for 1-1/2 to 2 hours a day. Sometimes the local school administrators and teachers cooperated by allowing children released time from classes to have this tutoring at school. Sometimes it took place after school--even in the evening at the migrant housing camps where the families lived during the season. Green Giant Corp. was especially helpful by providing trailer space at the camps from which the tutors could work with the children.

During the winter of 1974-75, tutoring in Texas continued on a released time basis from regular classes for the kindergarten and first grade children. It was important to have the supplemental program in Texas as well as while children moved, because the objective was to have the child use the same materials and methods for this supplemental part of his education wherever he might be. The curriculum materials were not those used in his Texas school, but were specially selected for the mobile program because they could (1) be totally individualized and (2) could be effectively taught by bilingual paraprofessionals.

During the season of 1975 the program moved north again and completed its first year of operation. This fall when the children returned to Texas, tutoring was reinstituted this time for kindergarten, first, and for second grade children. The fall of 1975, therefore, represented the first opportunity to ensure the success of this concept after a full year of operation with school-age children. The results (partially reported in the body of this evaluation under Objective 1.3) appear to be overwhelming evidence of the validity of the mobile concept for the schooling of mobile migrant children.

At the kindergarten level the control group children from the neighboring town represent the dismal picture typical of children who move with the crops. Based on national percentiles for the Wide Range Achievement test, the average math score for the control group children ranked them at the third percentile--only 3 percent of the children tested nationally scored lower on this test. In reading, the control group scored at the fifth percentile. By contrast, the mobile project kindergarten children averaged scores that ranked them in math at the 61st percentile among children nationally, and at the 53rd percentile in reading.

The test also gives a "grade equivalent" score. The kindergarten control group children averaged math scores 5 months below that expected for their grade placement in school; mobile project children averaged math scores 8 months above grade level. The math scores of only 31% of the control kindergarten children were at or above grade level, whereas 100% of the mobile project kindergarteners scored above grade level in math. In reading,

kindergarten control group children averaged scores three months below grade level, the mobile project kindergarten children averaged reading scores seven months above grade level. Six out of the control group children tested had scores above grade level (38%); five out of six mobile project children scored above grade level in reading (83%). These differences reflect the advantage of the preschool program as well as the tutoring begun with kindergarten.

At first grade the control group children were still five months below grade level in math and had dropped to eight months below grade level in reading. The mobile project children, however, were seven months above grade level in math and their reading scores were right at grade level by national norms.

In second grade, control group children dropped far behind national norms in math, now averaging scores eight months below grade level. The mobile project children were still keeping their own in math at second grade, with average scores placed them right at grade level by national norms.

In reading (English) the second grade control group scores dropped to fourteen months below grade level. The mobile project students at second grade also dropped to six months below national norms. This meant that even though the supplemental tutoring was unable to keep project children up with children in the national sample, that the project children were still a year ahead of their counterparts in the control group in reading achievement.

What conclusions can be drawn from this picture? One is based on the performance of the children in the control group. These children represent bilingual homes, a poverty level, and disrupted schooling which is also the circumstance for the project children from La Grulla. For the control group children the picture of achievement when they enter the school system represents a severe handicap--third percentile in math, fifth percentile in reading. Each year the children's grade equivalent scores fell compared to national norms. This reasonably represents the prospects which would also apply to children from La Grulla, were it not for the mobile program.

Because of the enrichment of the preschool years when the mobile program starts working with the children, project students did not register the disadvantages found in the control group when they started kindergarten. In fact, their grasp of math and pre-reading concepts placed them among the top 50% of children across the nation. The program maintained a significant advantage into first grade. In math, children were still averaging scores well above that expected for their grade placement in school, and in reading the average score was right at grade level. By second grade the difference in project children over the control group was still significant (far beyond the levels of statistical significance usually applied to test the results of experimental programs). Compared to children nationally, in math the project children were holding their own; they were beginning to fall behind in reading.

Another year's experience will allow us to see if these second grade achievements can be raised. In part the second grade

scores reflect an unusual public school situation for the project children. Most of those we are serving now are enrolled in a second grade classroom in which there are over 50 children for one teacher. Because the public school has adopted a program in which reading is taught only in Spanish for the first semester, the children are receiving no instruction in the reading of English in their regular school work at this time. The tutoring, therefore, is not supplemental in this case but is the only instruction in reading in English which the children receive. This will continue until late January. With the second semester, reading instruction in the public school will be in English. However, for most children the move north will occur by March which means that the actual number of weeks of reading in English in their Texas school will be about five to eight weeks. This will be the preparation for learning to read in English that children not enrolled in our program will have when they move to northern schools--where local children in their classes will have completed approximately 27 to 30 weeks of reading instruction in English when the migrant group arrives.

The numbers of children on which these results are based are small; smaller than the evaluator would choose as a basis for statistical comparisons. If the results were closer these small numbers might represent a reason to reserve judgment in pronouncing the mobile project a clear success as a method of raising the academic achievement of children who move. The results are not close, however, and even with small numbers the evidence seems overwhelming in favor of the proposition that a program that moves makes a great deal of sense for children who move.

The investment of funds by the State of Washington through its URRD program, and the flexibility allowed by the project officers responsible for the Title VII (Bilingual) grant which has funded the out-of-state portion of this experiment, seems well justified by the results reported. This evaluative evidence needs now to be considered by administrators of other programs now serving migrant children. There is this year, for the first time, permissive wording in the legislative authority for Title I Migrant money which would allow the U.S. Commissioner of Education to fund an interstate program such as this if he deems it to be potentially "to the advantage of the children." Until this year there was no option that allowed funds to go any way except through states to local school districts operating programs strictly within their own boundaries. As yet no such interstate program has been introduced, however, so the channels for funding and adjustment of the guidelines necessary to allow paraprofessional staff working under intermittent supervision, etc., which this program utilizes, would still need to be worked out.

One year is a short test, and it is to be hoped that the funds supporting this experiment will continue for long enough to extend the program up through third grade at least and see another round or two of children through the program to validate the findings with the first group, or improve upon them as the program makes adjustments. In the meantime all aspects of the program are being carefully recorded and a permanent record established of this unique experiment in hopes that this evidence may be useful in establishing future educational programs which are truly effective for children who move.

CONCLUSION

The URRD tutoring project is operating effectively at all sites. At mid-year it has already exceeded its projected enrollment of 70 children, with a total of 88 participating in the period from July 1 until the end of October, 1975.

The project has met and exceeded its goals for gains in reading, in math, and in the children's bilingual capability. A comparison of children served in the mobile project to a control group of mobile migrant children from a neighboring south Texas community shows stunning differences in academic achievement on the part of project children. The findings and their implications are spelled out in detail in the narrative section of this evaluation.

The program is undertaking some changes in its approach to the teaching of cultural heritage, so the outcomes in this area cannot be evaluated until the end-of-year report.

Parents are active at all sites and a progress report at mid-year shows parents active in decision making as well as participating in many ways in the educational program.

The efforts of the program to document its performance and measure progress toward its objectives received recognition from the Institute of Urban Affairs which was employed to validate 38 URRD projects operating in the state. Their report concluded: "The best project, overall, is the very complicated multi-district, multi-state bilingual tutoring program for children of migrant families"

(June, 1975, p. 100).

Although the program has been in operation somewhat less than two full years at the time of this evaluation, it appears to be providing substantial educational benefits to the children it serves.

APPENDIX

Letter received December 1975 from chairperson of Parent Advisory Committee, Moses Lake, Washington, following receipt of evaluation reports.

I have your receive your
ARRD mini school Tutoring Project.
And about the mini Head
Program, I think its very
wonderful cause of the teach-
ing Program as a whole is
very good cause its prepares
the kids a little more advanced
thinks when they start
school, As far the English
and Spanish I think thats
a very good part of the mini
Head start. Cause of my kids
they didnt know any think
when they start mini head
start school. And now im
amazed of my kids that now
they can communicate with
other kids in they own
language. And im very please
of the teachers teach is very
good and fair. The kids work

at their own pace if one child is more advanced than the other. ~~and~~ The one that's more advanced is put to work in his book or given something to do while the child that is not taken aside by the teacher is taught slowly and with a lot more patience. I'm a parent of the mini Head School and I give my very thanks to all the staff of the mini Head start school.

Petra
Ramos